

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div>2014 JUN 23 PM 12:29</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	<p>Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961</p>	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Richardson ISD	75-6002311	700 S Greenville Ave	
Mailing address line 2	City	State	ZIP Code
	Richardson	TX	75081-
County-		US Congressional	
District # Campus number and name	ESC Region #	District #	DUNS #
057916	10	32nd	041087255

Primary Contact

First name	M.I.	Last name	Title
Kim	Y	Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		469-593-7408

Secondary Contact

First name	M.I.	Last name	Title
Kimberly		Pickens	Executive Director
Telephone #	Email address		FAX #
469-593-0516	Kimberly.pickens@risd.org		469-593-0515

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kay		Waggoner	Superintendent
Telephone #	Email address		FAX #
469-593-0401	Kay.waggoner@risd.org		469-593-0402
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4 – Request for Amendment (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Richardson Independent School District (ISD) is considered an inner urban district with 55 campuses located in the cities of Richardson, Garland, and Dallas. District enrollment is 38,284 students in grades Pre-K through 12. Overall, the students are 58% economically disadvantaged. In recent years, the Richardson ISD has hired approximately 500 new teachers each fall, many of them with 0-3 years of teaching experience.

The goal of this grant program, the **Richardson Educator Advancement Program (REAP)**, is to meet the new teacher mentoring needs of campuses district-wide and to provide additional, extensive developmental support at target campuses with high needs based on student population and a history of teacher turnover. REAP consists of two components:

1. **Mentoring and Recruitment** - using research-based mentoring practices all teachers across the district new to the Richardson ISD will participate in the mentoring program to increase teacher capacity and retention.
2. **Educator Development** – using the Teacher Advancement Program (TAP)/ Supporting Effective Educators Development (SEED) all teachers in six high-need campuses (four elementary and two secondary) with large economically disadvantaged and high minority populations will be targeted for additional, extensive support. These improvement models and strategies will span the entire timeline of the teachers' careers.

These six campuses already have the teacher advancement models in place with the needed support system and experienced staff to continue. Administrators and teachers at each campus were provided a thorough program review and given the choice as to whether or not the campus would participate. There was a high level of support for the program and that buy-in has grown, as documented by observations, surveys, retention rates, and successful student achievement.

These components are designed to attract, retain, and motivate the best talent to the teaching profession in order to advance student achievement, especially on high-need campuses defined by low student achievement and high concentrations of minority and economically disadvantaged students. The current expenses are funded through the Teacher Incentive Fund (TIF) grant and the District Awards for Teacher Excellence (DATE) grant. With TIF funds decreasing each year and the ending of the DATE funds, the EEIP grant funds are needed to supplement the continuation and expansion of these innovative teacher advancement practices at Richardson ISD.

An initial step for the REAP will be to hire a professional leader to coordinate recruitment, Induction (mentoring), and development. Candidates for the Coordinator of Recruitment, Induction, and Retention position will need a minimum of three years campus-based or district-wide leadership experience, a successful record of working with and supporting new teaching staff, and knowledge of current research and best practices for teaching professionals.

The REAP includes all required and the preferred practices as described in the EEIP grant application. Below is an overview of each practice with specific details provided in Schedule 16.

Induction and Mentoring – Richardson ISD will pair new teachers with mentors who either teach the same subjects or who are in the same grade level. Through the System for Effective Educator Development (SEED) structure, principals will provide time weekly for the mentor teacher and new teacher to collaborate. Weekly Collaborative Learning Communities (CLCs) also allow for timely, job-embedded training on a consistent basis. Collaborative Learning Leaders (CLLs) will serve as informal mentors to provide support in other critical areas to help retain effective teachers. CLLs will provide master teaching coaching on best instructional practices; observe and evaluate teacher performance; and provide individualized support based on formative and summative evaluation data from student achievement, student growth, and teacher observations. Their relationship will create a strong learning environment through continuous learning, reflecting, and dialoging. High-quality professional development on the campus increases teacher efficacy, job satisfaction, and collegiality which in turn impact recruitment and retention of effective teachers in high-need schools.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation—Multiple observations will be conducted using the Stronge Teacher Effectiveness Performance Evaluation System (TEPES). TEPES uses the Goals and Roles Performance Evaluation Model® developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. TEPES allows evaluators to examine multiple measures, including instruments, classroom artifacts, and student surveys. Teachers will be evaluated through both announced and unannounced observations by multiple evaluators. The evaluation team includes the campus principal and the Collaborative Learning Leader, peer evaluator. Using multiple evaluations provides a higher degree of objectivity and feedback from multiple sources. Each teacher will be observed at least once during the fall semester and once during the spring semester. All formal observations will include a classroom observation of at least 20 minutes. Informal observations and walk-throughs will also be used in teacher evaluations and may be of shorter duration. Teachers and evaluators receive training on this system prior to implementation.

Professional Development and Collaboration—Timely, job-embedded training will occur at the campus level on a consistent basis during the course of the grant using the SEED model. Teacher leaders, known as Collaborative Learning Leaders (CLLs) and Collaborative Learning Facilitators (CLFs), will work with instructional staff on their campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and teacher leaders will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data. All teachers will be required to use their evaluation results to develop skills that increase his/her proficiency. The CLLs and CLFs serve as mentors and developers of pedagogical strategies. These teacher leaders will create the content used in weekly CLC meetings and use data from the classroom to help create strategies that will be applicable to the students that they serve. The SEED structure provides opportunities for educators to improve effectiveness through individualized need in a collaborative environment. These needs are identified through the evaluation process. In addition, the SEED structure employs multiple forms of data to drive professional development content and negate an adversarial approach and instead promote an environment in which all teachers can give and receive feedback.

Strategic Compensation and Retention—Richardson ISD will provide additional compensation for teachers who are deemed effective through the teacher evaluation system, as well as teachers who take on additional responsibilities and leadership roles through the SEED model. Recruitment incentives will be given to teachers in hard-to-staff subject areas. Performance-based financial rewards for teachers are based on three components: teacher observation scores, school-wide academic growth, and individual academic growth. Teachers must be deemed "effective" or higher in order to be eligible for performance based compensation. Teachers are eligible for a performance-based award of up to \$2,000 per year. The six identified campuses currently under the TIF are provided with strategic compensation for Collaborative Learning Facilitators (CLFs), and Collaborative Learning Leaders (CLLs). These career pathways provide a stipend of \$5000 per year for CLFs and \$10,000 per year for CLLs.

Recruiting and Hiring—The Coordinator of Recruitment, Induction, and Retention will conduct a comprehensive analysis of recent hires. This analysis will help identify and target future recruiting sites and certification programs (i.e. alternative certification programs) that can potentially yield additional hires. Additionally, the analysis will identify the number of graduates from each university program as well as the graduates' certifications, race/ethnicity, and gender. The Coordinator of Recruitment, Induction, and Retention will have the authority to provide a recruitment incentive to shortage areas in the amount of \$1,000 to \$5,000.

Career Pathways—This program allows teachers to pursue a variety of positions throughout their careers (CLFs/mentors and CLLs/master teachers) depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase along with their compensation. These teachers are chosen through a competitive, rigorous, performance-based selection process. This allows good teachers to advance professionally without having to leave the classroom. Career pathways create expert teacher leaders within schools to provide support to other teachers.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 057916		Amendment # (for amendments only):							
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016		Fund code: 429							
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$873,950	\$0	\$873,950	\$873,950	\$0	\$873,950	\$873,950
Schedule #8	Professional and Contracted Services (6200)	6200	\$23,000	\$0	\$23,000	\$23,000	\$0	\$23,000	\$23,000
Schedule #9	Supplies and Materials (6300)	6300	\$50,000	\$0	\$50,000	\$50,000	\$0	\$50,000	\$50,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,147	\$0	\$30,147	\$30,147	\$0	\$30,147	\$30,147
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$977,097	\$0	\$977,097	\$977,097	\$0	\$977,097	\$977,097
Percentage% indirect costs (see note):			N/A	\$22,903	\$22,903	N/A	\$22,903	\$22,903	\$22,903
Grand total of budgeted costs (add all entries in each column):			\$977,097	\$22,903	\$1,000,000	\$977,097	\$22,903	\$1,000,000	\$1,000,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$1,000,000			\$1,000,000			\$1,000,000
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			x .10
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000			\$100,000			\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$0	\$0
2	Educational aide			\$0	\$0
3	Tutor			\$0	\$0
Program Management and Administration					
4	Project director			\$0	\$0
5	Project coordinator			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Data entry clerk			\$0	\$0
10	Grant accountant/bookkeeper			\$0	\$0
11	Evaluator/evaluation specialist			\$0	\$0
Auxiliary					
12	Counselor			\$0	\$0
13	Social worker			\$0	\$0
14	Community liaison/parent coordinator			\$0	\$0
Other Employee Positions					
15	Coordinator of Recruitment, Induction, and Retention	1		\$83,000	\$83,000
16	Title			\$0	\$0
17	Title			\$0	\$0
18	Subtotal employee costs:			\$83,000	\$83,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$100,500	\$100,500
20	6119 Professional staff extra-duty pay			\$611,000	\$611,000
21	6121 Support staff extra-duty pay			\$0	\$0
22	6140 Employee benefits			\$79,450	\$79,450
23	61XX Tuition remission (IHEs only)			\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$790,950	\$790,950
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$873,950	\$873,950

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$0

\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$0	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$0	\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$0	\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$0	\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$0	\$0	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$23,000	\$23,000
(Sum of lines a, b, c, and d) Grand total		\$23,000	\$23,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057916				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$0	\$0
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$0
	Remaining 6300—Supplies and materials that do not require specific approval:					\$50,000	\$50,000
Grand total:						\$50,000	\$50,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$30,147	\$30,147
Grand total:		\$30,147	\$30,147

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			38,284	
Category	Number	Percentage	Category	Percentage
African American	8,505	22%	Attendance rate	96%
Hispanic	15,314	40%	Annual dropout rate (Gr 9-12)	2%
White	10,686	28%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	86%
Asian	2,634	7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	25%
Economically disadvantaged	22,012	58%	Students taking the ACT and/or SAT	75%
Limited English proficient (LEP)	9,490	25%	Average SAT score (number value, not a percentage)	1512
Disciplinary placements	80	<1%	Average ACT score (number value, not a percentage)	22.4

Comments

The numbers in the table above represent the total enrollment for the district. The mentoring component of the REAP will include teachers district-wide, new to the district. The teacher advancement component is targeted to six high-need campuses (four elementary and two secondary) with large economically disadvantaged and high-minority populations.

Six Target Campuses	Economically Disadvantaged	Minority
Audella Creek Elementary	87%	96%
Carolyn G. Bukhair Elementary	98%	98%
Forest Lane Academy	87%	96%
Thurgood Marshall Elementary	90%	97%
Forest Meadow Junior High	69%	83%
Liberty Junior High	75%	89%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	271	11%	No degree	4	<1%
Hispanic	290	12%	Bachelor's degree	1878	74%
White	1881	74%	Master's degree	655	26%
Asian	52	2%	Doctorate	18	<1%
1-5 years exp.	1045	41%	Avg. salary, 1-5 years exp.	\$48,190	N/A
6-10 years exp.	664	26%	Avg. salary, 6-10 years exp.	\$49,959	N/A
11-20 years exp.	535	21%	Avg. salary, 11-20 years exp.	\$52,036	N/A
Over 20 years exp.	311	12%	Avg. salary, over 20 years exp.	\$58,361	N/A

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Schedule #12 Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1624	3258	3328	3186	2975	2836	2930	2765	2838	2738	2821	2504	2327	2154	38284
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1624	3258	3328	3186	2975	2836	2930	2765	2838	2738	2821	2504	2327	2154	38284

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	156	169	173	175	170	171	181	185	220	190	166	158	163	160	2437
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	156	169	173	175	170	171	181	185	220	190	166	158	163	160	2437

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Assistant Superintendent of Human Resources who is responsible for overseeing recruitment, hiring, and induction (mentoring) collects extensive data to identify needs. Data is collected through vehicles such as interviews, meetings, informal dialogues, administration and teacher surveys, teacher exit surveys, district-wide staff climate surveys, and focus groups. In addition, local, State, and National data resources are utilized. The District Planning Committee considers the identified needs and prioritizes them for intervention.

The recent Richardson ISD Annual Performance Report highlighted three critical items in relation to our teaching staff from data provided by the State.

- Teacher turnover rate has increased, moving from 11.9% in 2011-2012 to 17.8% in 2012-2013. This represents a 50% increase in just one year.
- There was a large percent increase in the proportion of beginning teachers going from 5.1% in 2011-2012 to 7% in 2012-2013. This is a 37% increase.
- The largest decrease in teachers by years of experience was in the 1-5 year groups with the percentage going from 37.2% of all teachers in 2011-2012 to 33.7% in 2012-2013. This shows a 9% decrease. Many of these were new teachers with less than four years of experience.

For the last couple of years, Richardson ISD has exceeded the State average for teacher turnover. In 2012-2013 the Richardson ISD turnover rate was 17.8% while the State average was 15.3%. This data was provided by the State using PEIMS data.

Richardson ISD also collects and analyzes data locally through the Human Resources Department on recruitment activities, needs surveys, teacher exit surveys, etc. Districts in urban areas, like Richardson ISD, face a significant challenge due to hiring competitiveness between nearby districts. There are at least 10 school districts within driving distance competing to fill teaching vacancies. Currently, the district lacks an ability to compete with surrounding districts that also offer early commitments of employment coupled with a pay incentive. The grant will provide the district with the ability to compete with other districts and offer teachers an additional pay incentive to experienced teachers who are willing to serve in high-needs schools and/or critical need areas.

Based on the alarming trends in teacher retention, especially new teachers, the district planning committee prioritized this as a critical need. Specific goals were added to the District Improvement Plan. The Richardson ISD Board of Trustees has set the goal for teacher turnover to be at 13% or less. Each campus has an action plan for supporting new teachers.

Meeting this goal will require a robust, comprehensive program at the district level. The Richardson Educator Advancement Program (REAP), described in this application, would fulfill this critical need and result in higher retention of quality teachers and improve student instruction.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A quality process to quickly build teacher capacity for increasing student growth.	The Richardson Educator Advancement Program (REAP) would provide a district-wide program of innovative practices with enhanced models for recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention.
2.	Increased retention rate of qualified teachers in the targeted schools, especially new teachers. The district target is to have a 13% or less turnover rate.	REAP processes identify mentors and lead teachers to develop coaching and nurturing relationships with the teachers, especially those that might be struggling. Multiple observations, dialogue, and reflection time allow the teacher to quickly receive assistance and support for any aspects needed. Mentees also observe the mentor for demonstrations of skills and classroom techniques.
3.	A teaching environment at the targeted schools that is more collaborative and collegial. Instructional teams feel a sense of "team" and share responsibility for student learning challenges and successes.	The REAP is built upon a philosophy of inclusiveness. All practices emphasize the value of teacher success which leads to student success. Besides the district-wide activities, each campus has a written plan for assisting new teachers to acclimate and succeed. Teachers are aware of who to contact for any type of help and encouraged to do so. School schedules allow for collaboration and professional development opportunities.
4.	A strong learning support structure for new teachers, veteran teachers, mentors, and school administration to provide knowledge, experience, tools, processes, and resources.	The REAP is a comprehensive program that recognizes and supports teachers and administrators on all levels, throughout their careers. The Mentor Coach/Teacher would coordinate program practices, resources, and tools on the campus level to ensure staff members know who to contact and what is available. District communication tools, such as Edline, would provide Q&A lists and discussion boards.
5.	Career path options for all teachers that allow them to continue in the classroom, while being promoted to higher roles and responsibilities with added pay/benefits.	Funding for the REAP allows for teachers to receive stipends for taking on additional campus responsibilities. These lead teacher positions, such as mentor and master teacher, allow the teacher to move up a career ladder without leaving the classroom. This is good for everyone, especially the students. This path provides recognition for the additional value demonstrated by the teacher and encourages continual growth and learning.

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Schedule #14—Management Plan

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent Human Resources	Doctorate in Education Leadership. Expertise in all aspects of human capital management. Extensive experience at the campus and district level for recruiting, selection, induction, mentoring, retention, and succession planning.
2.	Executive Director of Grants	Master's degree. Experience with Federal and State grant compliance requirements. Ability to manage budgets, oversee program timelines, maintain stakeholder communications, complete progress reports, and direct program evaluations.
3.	Coordinator of Recruitment, Induction, and Retention	Master's degree. Minimum of three years campus-based or district-wide leadership experience. Successful record of working with and supporting new teaching staff. Knowledge of current research and best practices for teaching professionals.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Development district-wide mentoring program to build teacher capacity.	1. Hire Coordinator for REAP (#3 in Part 1 above)	04/01/2014	04/25/2014
		2. Develop Mentor Program Handbook	04/25/2014	06/26/2014
		3. Develop Mentor Program Training Materials	04/25/2014	06/26/2014
		4. Develop Mentor Program Principal PD	04/25/2014	06/26/2014
		5. Provide PD for Principals	07/14/2014	06/01/2015
2.	Implement district-wide mentoring program to build teacher capacity.	1. Delineate characteristics/responsibilities of mentors	04/25/2014	05/09/2014
		2. Recruit mentors for 2014-15	05/12/2014	06/05/2014
		3. Match mentors/mentees	07/28/2014	08/08/2014
		4. Train mentors/mentees	08/11/2014	08/15/2014
		5. Support mentors/mentees	08/11/2014	06/01/2015
3.	Recruit highly qualified teachers to high-needs positions.	1. Conduct a comprehensive analysis that identifies areas of high need and establishes a recruiting plan	08/01/2014	10/01/2014
		2. Provide training to recruiters each semester that ensures implementation of the recruiting plan	08/01/2014	02/15/2015
		3. Develop a handbook that communicates the District's critical need incentive plan	10/01/2014	01/01/2015
		4. Attend job fairs at sites that yield a high number of graduates with certifications in critical areas	02/01/2015	06/01/2015
		5. Develop an evaluation document for all aspects of the recruiting plan	06/01/2015	09/15/2015
4.	Continuation of teacher advancement program at targeted campuses	1. Hire CLL/CLF Teachers	06/09/2014	06/26/2014
		2. Train CLL/CLF Teachers	07/14/2014	07/18/2014
		3. Write Student Learning Objectives	09/08/2014	10/17/2014
		4. Support Collaborative Learning Communities	08/25/2014	ongoing
		5. Determine Value-Added Student Growth	05/11/2015	05/22/2015
5.	Reflections and surveys for evaluation of programs.	1. Evaluate overall school performance at TIF4 schools (STAAR test results and Surveys)	06/01/2015	09/15/2015
		2. Evaluate teacher retention at TIF4 schools	06/01/2015	09/15/2015
		3. Evaluate mid-year and end-of-year results from the Mentoring Survey results	02/01/2015	09/15/2015
		4. Evaluate Campus Climate Survey results	02/01/2015	09/15/2015
		5. Evaluate Student Engagement Survey results	06/01/2015	09/15/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Assistant Superintendent of Human Resources will be responsible for monitoring all recruiting, hiring, and induction (mentoring) processes. The Executive Director of Grants will serve as the grant project's fiscal manager, providing budgetary accountability, program compliance, submitting all required grant reports, ensuring program quality, and coordination of local, state, and federal funds. The district's accounting grant manager will monitor and process all expense activities.

The Coordinator of Recruitment, Induction and Development will be directly responsible for all action items and leading continuous improvement efforts. All training sessions for mentors and administrators will be documented through announcements, agendas, participant sign-in sheets, and end-of-session evaluation feedback forms. The Coordinator will closely monitor the project timeline to ensure activities are progressing as approved and objectives are being accomplished. The Coordinator will receive monthly updates from the campus mentors on the attainment of goals/objectives and feedback on areas of concern. The Coordinator will provide the Assistant Superintendent and Executive Director with a formal debrief of what is working well and what needs improvement monthly. Based upon feedback, the Coordinator will adjust the program details as needed after consultation with all stakeholders. Changes to the program will be communicated to the administrative staff through the Superintendent Advisory Council; to the teachers through meetings and emails; and to other stakeholders through the district website, emails, and campus meetings.

Pre- and post-year focus groups with representatives from central office administration, campus administration, mentors, and beginning teachers will be conducted to obtain in-depth qualitative feedback regarding program activities and implementation. The end-of-year Professional Development Survey distributed district-wide includes questions about support received by beginning teachers and mentors and will be used to make needed improvements to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Richardson Educator Advancement Program (REAP) provides funding for the continuation and expansion of three existing programs already in place in Richardson ISD: RISD mentoring program, Teacher Advancement Program (TAP), and Supporting Effective Educators Development (SEED). These programs provide effective strategies and campus models to address teacher retention.

Richardson ISD has substantial experience with complex projects and each year manages over \$100 million in State and federally funded programs. Richardson ISD has all the personnel necessary to conduct large-scale projects with total fiscal responsibility. The Grants and Entitlement department is in place to ensure funds are used effectively and in accordance with all guidelines. Richardson ISD has been selected repeatedly over the years for grants because of its successful history. Richardson ISD proudly serves as demonstration sites for several programs. Richardson ISD was the first district in Texas selected for the Teacher Advancement Program (TAP).

Richardson ISD stakeholders on all levels are committed to the value of these strategies and activities that will provide the foundation for REAP. A survey was done in November 2013 to collect feedback from mentors, mentees, and campus administrators. Responses were highly positive with generally 80-90% of the respondents answering positive to each item. The results, however, communicate a strong need for coordination of the mentor program at the district level as well as training for mentors and administrators. REAP will address all areas identified for improvement.

In addition, specific strategies and goals on teacher retention have been added to the **Richardson ISD District Improvement Plan** which is overseen by the Richardson ISD Board of Trustees. This demonstrates the high level of priority placed on the success of this program. Implementation and results will be closely monitored.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Project data tracking to assess implementation	1.	Number of new teachers participating
		2.	Number of mentors participating
		3.	Activity logs, training sign-in sheets, meeting agendas
2.	Teacher Performance Analysis	1.	SAS EVAAS value-added scores
		2.	Teacher Evaluation scores
		3.	Mentor evaluations of mentees
3.	Student Performance Analysis	1.	Curriculum benchmark scores
		2.	Student Learning Objectives assessments
		3.	STAAR testing results
4.	Surveys	1.	Mid-year and year-end surveys of mentors, mentees, and principals
		2.	District-wide campus climate survey (annual)
		3.	
5.	Retention/Recruiting Analysis	1.	State-developed statistics on teacher turnover
		2.	Locally-developed statistics on teacher turnover
		3.	Identification of college programs that best prepare new teachers

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Coordinator of Recruitment, Induction, and Retention will be directly responsible for all action items and leading continuous improvement efforts. All training sessions for mentors and administrators will be documented through announcements, agendas, participant sign-in sheets, and end-of-session evaluation feedback forms. The Coordinator will closely monitor the project timeline to ensure activities are progressing as approved and objectives are being accomplished.

The Coordinator will receive monthly updates from the campus mentors on the attainment of goals/objectives and feedback on areas of concern. The Mentors will provide feedback on their mentees progress as noted through activities, conversations, and observations.

The Coordinator will collect and analyze teacher and student assessment data (STAAR, DIBELS, SRI, End-of-Course, etc.) to be provided by use of the SAS EVAAS methodology. Using this tool, value-added scores for individual classroom gain are based on a research-based rubric and correlate to how much a teacher's classroom gains in student achievement. Teachers who do not teach subjects tested through STAAR will use Student Learning Objectives. The districts Accountability and Continuous Improvement Department will also provide assessment, demographic, and attendance data. The Coordinator will obtain hiring and retention information from the HR Department.

Surveys will be created locally and through outside services to collect detailed feedback from teachers and administrators. The Coordinator along with the Assistant Superintendent of Human Resources and Executive Director of Grants and Entitlements will collaborate with other expert staff to develop items and interpret results.

The Coordinator will provide the Assistant Superintendent and Executive Director with a formal debrief of what is working well and what needs improvement monthly. Based upon feedback, the Coordinator will adjust the program details as needed after consultation with all stakeholders. Changes to the program will be communicated to the administrative staff through the Superintendent Advisory Council; to the teachers through meetings and emails; and to other stakeholders through the district website, emails, and campus meeting.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD seeks to recruit and retain effective teachers through mentoring and induction. Mentoring, which is loosely defined as helping guide another person in a particular area, is often cited as critical to new teacher success. Therefore, the mentor's role is to provide support for and promote growth in the new teacher, and help orient the new teacher—who has just been given a full schedule and full classroom. Mentoring is multifaceted and includes being a dedicated mentor, as well as helping the new teacher remain positive during that first critical year of teaching. This may include being available to the new teacher for informal conversations, providing feedback, modeling how lessons should be taught, and assisting with planning lessons and assessments.

Induction activities, which include familiarizing the new teacher to school and district policies and procedures, have been shown to help keep teachers in the classroom or in the field of education, and are considered a vital part in teacher retention. New teachers often have significant difficulties when first entering the classroom, as they have not spent sufficient time learning "how" to be a teacher on their own. Thus, most are not significantly prepared to handle the multiple tasks the classroom teacher must undertake: teaching the class, managing the students and the daily routine, and responding to parent concerns and requests in a professional and timely manner. Therefore, Richardson ISD will assist new teachers through comprehensive new teacher induction.

Comprehensive new teacher induction includes not only pairing new teachers with veteran teachers, and providing them with time to collaborate with their mentors and team members, but also includes providing time for reflection on the day's activities, such as what went well, and where there are areas for improvement. In addition, induction activities will be tailored to prepare teachers for their specific roles within grade levels and subjects, including pedagogy as well as physical and emotional growth and expectations. For example, teachers who teach young teenagers need to be prepared to face the challenges of working with students who are undergoing rapid emotional and physical changes.

Richardson ISD will pair new teachers with mentors who either teach the same subjects or who are in the same grade level help reduce the likelihood of a new teacher leaving the profession. Through the System for Effective Educator Development (SEED) structure, principals will provide time weekly for the mentor teacher and new teacher to collaborate. Weekly Collaborative Learning Communities (CLCs) also allow for timely, job-embedded training on a consistent basis. Collaborative Learning Leaders (CLLs) will serve as informal mentors to provide support in other critical areas to help retain effective teachers. CLLs will provide coaching on best instructional practices; observe and evaluate teacher performance; and provide individualized support based on formative and summative evaluation data from student achievement, student growth, and teacher observations. High-quality professional development on the campus increases teacher efficacy, job satisfaction, and collegiality which in turn impact recruitment and retention of effective teachers in high-need schools.

The six identified campuses currently under the Teacher Incentive Fund are provided with strategic compensation for mentor teachers, master teachers, learning leaders, and learning facilitators. These teachers specifically work to increase student performance by affecting teacher professional growth. These career pathways provide a stipend of \$5000 per year for mentor/learning facilitators and \$10,000 per year for master/learning leaders for the additional work as campus leaders. This grant would allow for a district-wide compensation plan for mentors at all campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD will conduct multiple observations using the Stronge Teacher Effectiveness Performance Evaluation System (TEPES). TEPES uses the Goals and Roles Performance Evaluation Model® developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. TEPES allows evaluators to examine multiple measures, including instruments, classroom artifacts, and student surveys.

Observation Rubric: The instrument is based on thirty-eight performance indicators in the areas of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism, and Student Progress (this component will be met through use of value-added and Student Learning Objectives). The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator. Evaluators use a four-point scale, where a score of 1 indicates ineffective, a score of 2 indicates partially effective, a score of 3 indicates effective, and a score of 4 indicates highly effective performance on a component.

Teachers will be evaluated through both announced and unannounced observations by multiple evaluators. The evaluation team includes the campus principal and a peer evaluator, the Collaborative Learning Leader. Using multiple evaluators provides a higher degree of objectivity and feedback from multiple sources. Each teacher will be observed at least once during the fall semester and once during the spring semester. All formal observations will include a classroom observation of at least 20 minutes. Informal observations and walk-throughs will also be used in teacher evaluations and may be of shorter duration.

Observer and Teacher Training: Teachers will receive two days of training on the TEPES. Evaluators must participate in training and certification to ensure they are accurately and consistently rating teacher effectiveness. Stronge & Associates provides rigorous training and testing of all evaluators aligned with the evaluation instrument. All new observers participate in three days of training through the My Learning Plan Elevate online system. The online system includes video-based training in content and process of the evaluation system and inter-rater reliability training.

Pre-and Post-Observation Meetings: A pre-conference may be conducted at the request of the teacher or the administrator. A Documentation Log is used to organize the multiple data sources included in the evaluation and provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

Post-conferences are required after each formal evaluation. During the post-conference, teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. My Learning Plan OASYS is a customizable online data collection, management, and reporting system that allow supervisors to view specific test results and provide feedback to teachers.

Richardson ISD's teacher evaluation system includes three measures: (1) individual academic growth, (2) school-wide academic growth, and (3) teacher observation scores utilizing a rigorous, research-based observation tool.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Classroom Academic Growth: Individual academic growth is determined using classroom value-added data (for teachers in state-level tested grades and subjects) and Student Learning Objectives (SLOs). A description of each measure is provided below.

The statistical method commonly known as "value-added" is one measure used to measure growth at the classroom level. Unlike traditional attainment measures, value-added scores reward the growth of all students, not only those students who meet state and national standards. The difference between a student's predicted performance on a standardized exam and their actual performance is attributed to their teacher's effectiveness. The Texas assessment system is structured to ensure that the value-added calculations for all students in tested grades and subjects can be determined. Tests must be scaled and vertically aligned or capable of being equated through statistical means; therefore, the tests that will be used for this measure include STAAR Reading and Math (grades 4-8) and STAAR End of Course.

Student Learning Objectives (SLOs) are measurable, focused, academic-centered goals that describe what students should know or be able to do at the end of an interval of instruction. Prior to defining and writing an SLO, teachers conduct a review of student data to determine the areas of significant need for the student. Once the area of need and a focused objective have been identified, teachers monitor student progress towards that objective. At the end of an interval of instruction, students are asked to demonstrate what they know or what they can do relating to that SLO. Teachers in all grades and subjects will use SLOs as a part of the teacher evaluation system.

School-Wide Academic Growth: Value-added data is also examined at the campus level using a composite rating of all teachers' classroom value-added scores. The school-wide value-added component provides the incentive for teamwork and collaboration, and gives teachers motivation to help each other improve their pedagogical skills. The school-wide component is also included in the bonus system because of the synergy among all teachers that is necessary to make the school better as a whole.

Teacher Observation Scores: The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Performance Evaluation Model® developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

TEPES allows evaluators to examine multiple measures, including observation scores, teacher self-evaluations, classroom artifacts, and student surveys. A Documentation Log is used to organize the multiple data sources included in the evaluation and provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

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The evaluation instrument is based on thirty-eight indicators in the areas of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism, and Student Progress (this component will be met through use of value-added and SLOs described above). The performance indicators are examples of the types of performance that will occur if a standard is being successfully met.

The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator. Evaluators use a four-point scale, where a score of 1 indicates ineffective, a score of 2 indicates partially effective, a score of 3 indicates effective, and a score of 4 indicates highly effective performance on a component. Evaluators must participate in training and certification to ensure they are accurately and consistently rating teacher effectiveness.

Teachers will be evaluated two times annually through both announced and unannounced observations by multiple evaluators. One observation will occur during the fall semester and one observation will occur during the spring semester. All formal observations will include a classroom observation of at least 20 minutes.

A pre-conference may be conducted at the request of the teacher or the administrator. Informal observations and walk-throughs will also be used in teacher evaluations and may be of shorter duration. The evaluation team includes the campus principal and a peer evaluator, the Collaborative Learning Leader. Using multiple evaluators provides a higher degree of objectivity and feedback from multiple sources.

During the post-conference, teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. My Learning Plan OASYS is a customizable online data collection, management, and reporting system that allow supervisors to view specific test results and provide feedback to teachers.

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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP grant will allow Richardson ISD to intentionally align systems for recruiting, promoting, developing, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. Crucial to this alignment is the use of Collaborative Learning Communities (CLCs) during the school day where learning strategies can be shared and developed in a timely manner.

A key element of the district's initiative is the use of Collaborative Learning Leaders (CLLs) and Collaborative Learning Facilitators (CLFs) as mentors and developers of pedagogical strategies. These teacher leaders will create the content used in weekly CLC meetings and use data from the classroom to help create strategies that will be applicable to the students that they serve.

CLCs allow for people to learn together and are composed of collaborative members who work interdependently to achieve common professional development goals. Members of a CLC capitalize on the resources and skills of each member to encourage growth on a campus. They also promote the collective responsibility of all educators on a campus by aligning teacher, campus, and district goals.

The System for Effective Educator Development (SEED) and Teacher Advancement Program (TAP) structures provide opportunities for educators to improve effectiveness through individualized need in a collaborative environment. These needs are identified through the evaluation process. In addition, the SEED and TAP employ multiple forms of data to drive professional development content and negate an adversarial approach and instead promote an environment in which all teachers can give and receive feedback.

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Based on field experience and research, we know that timely job-embedded professional development works best when it occurs during the school day and when the content is tailored to the specific needs of teachers and the students they serve. Richardson ISD will implement SEED (the System for Effective Educator Development), developed by the Texas Center for Educator Effectiveness (TxCEE), as a systemic reform effort aligned with the Stronge Teacher Effectiveness Performance Evaluation System, as well as the district's curriculum, programs, and initiatives. SEED is a district-wide professional learning system for educators including teachers, principals, and district leaders that utilizes Collaborative Learning Communities (CLCs). The district receives ongoing training and support from TxCEE staff to ensure that SEED is improving teacher effectiveness on the campuses.

Timely, job-embedded training will occur at the campus level on a consistent basis during the course of the grant using the SEED model. Teacher leaders, known as Collaborative Learning Leaders (CLLs) and Collaborative Learning Facilitators (CLFs), will work with instructional staff on their campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and teacher leaders will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data. All teachers will be required to use their evaluation results to develop skills that increase his/her proficiency.

Teacher Leaders: SEED employs two types of teacher leaders at the campus level. CLLs oversee the professional development on a campus using teacher and student data and participate as a member of the Teacher and Campus CLCs. They also monitor and support the CLFs to ensure that effective planning of Collaborative Learning Communities occurs and conduct formal and informal teacher evaluations. CLFs are responsible for facilitating and preparing the weekly job-embedded professional development and participate as a member of the Teacher and Campus CLCs.

Collaborative Learning Communities (CLCs): Through SEED, campus principals and teacher leaders meet during the school day with their teachers. Schools restructure their schedules to establish time for this job embedded professional development. The focus for the CLCs will be on instructional practices as determined by teacher evaluation results as well as analysis of student progress on state standards. Collaborative learning communities are strengthened when members think, plan, reflect and share solutions with each other through the use of protocols. A protocol consists of agreed upon guidelines for a conversation and permits focused conversations to occur. Protocols can be used for looking at student and adult work, giving and receiving feedback, solving problems or dilemmas, observing classrooms or peers, structuring discussion around a text, and to push thinking on a given issue.

Collaborative Learning Facilitators (CLFs) lead the CLC meetings for the teachers using protocols. The school principal and other administrators are expected to participate in and monitor this professional development to ensure the content is aligned with district initiatives as well as campus goals. The SEED framework for CLCs promotes this alignment because it offers weekly Teacher-CLC meetings comprised of teachers and teacher leaders; bi-weekly Campus CLC meetings comprised of campus leadership; monthly Principal CLCs comprised of campus administrators; and monthly District CLC meetings comprised of campus and district leaders.

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Data Driven Professional Development: Through SEED, the district regularly analyzes the results of student and teacher evaluation data to target areas of instructional focus. The Teacher CLC structure ensures that teachers effectively transfer the new instructional techniques they learn to the classroom. Teachers will also receive individualized support in their classrooms from CLLs and CLFs. This support is based on the needs of the teacher and may vary from lesson planning to model teaching in the classroom. Through these processes, students in the district will have greater access to results-driven instruction.

Throughout the course of the year, campus principals will be required to review data from the evaluation system to assess the impact of SEED on teacher growth. As a result of focused, high-quality professional development on the campus, teacher efficacy increases, which leads to gains in student achievement. Richardson ISD will provide ongoing individualized professional development for teachers through the SEED structure using evaluation results as well as student achievement data. Teachers will be required to reflect on teaching on a regular basis in conjunction with data from the evaluation system consisting of (1) classroom academic growth, (2) school-wide academic growth, and (3) teacher observation scores. CLLs and CLFs will work with teachers to examine both student attainment and student growth data to provide a more comprehensive picture of teacher and campus effectiveness in raising student achievement. Teacher observation scores, teacher self-evaluations, classroom artifacts, and student surveys also allow teachers an opportunity for self-reflection to address any weaknesses and build on strengths identified during the evaluation. By reflecting, educators continually challenge themselves to improve their instruction and leadership.

Some of our campuses will fall more under the Teacher Advancement Program (TAP). TAP employs a similar methodology and process structure, while their terminology varies. TAP refers to teacher mentors and master teachers in Professional Learning Communities. Their functions are similar to the CLFs, CLLs, and CLCs described above.

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to Improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD will provide additional compensation for teachers who are deemed effective through the teacher evaluation system, as well as teachers who take on additional responsibilities and leadership roles through the SEED model. Finally, recruitment incentives will be given to teachers in hard-to-staff subject areas.

Performance-Based Compensation for Effective Teachers: Through the Texas TiF Project, Richardson ISD provides performance-based financial rewards for teachers based on three components: teacher observation scores, school-wide academic growth, and individual academic growth. Teachers must be deemed "effective" or higher in order to be eligible for performance based compensation. Teachers are eligible for a performance-based award of up to \$2,000 per year.

For teachers with regular Instructional responsibilities, 40% is based on classroom evaluation derived from the summative rating on the Stronge Teacher Effectiveness Performance Evaluation System, which domains include both observable and non-observable components. Teacher evaluators collect but do not rate evidence; rather, evaluators rate the performance standard and the final evaluator at the end of the year determines the summative observation score based on the evidence gathered throughout the year.

The remaining 60% of the teacher performance-based compensation is based on student growth. Student growth is broken down further into school-wide academic growth using school level value-added data (20%) and classroom academic growth using classroom value-added data for teachers in state-level tested grades and subjects and Student Learning Objectives (SLOs; 40%).

Using the SAS EVAAS methodology, value-added scores for individual classroom gain are based on a 5-point rubric and correlate to how much a teacher's classroom gains (or does not gain) in student achievement. A score of 3 means that the aggregate growth of all students in a teacher's class has met a year's growth. A score of 5 is two or more standard deviations above the predicted value and a score of 4 is one to two standard deviations above the predicted value. The minimum value-added score to be eligible for pay is at least a year's worth of growth or the student's predicted growth based on prior achievement.

If a teacher does not teach a state-tested subject, such as art or P.E., or his/her classroom does not meet the requirements to receive a value-added report then their classroom academic growth will be based solely on SLOs. SLOs are targets of student growth based on a thorough review of data reflecting students' baseline skills. Teachers will write up to three SLOs and the scores are averaged together for a final SLO score.

Salary Augmentations for Teacher Leaders: Through the System for Effective Educator Development (SEED) structure, teacher leaders will be monetarily rewarded for taking on additional responsibilities and leadership roles. Collaborative Learning Leaders (CLLs) and Collaborative Learning Facilitators (CLFs) monitor goal setting, classroom follow-up/support, and goal attainment for Collaborative Learning Communities. CLLs and CLFs also assess teacher evaluation results and maintain inter-rater reliability. There are three CLLs and six CLFs on each campus. Both CLLs and CLFs receive a salary augmentation of \$5,000-\$10,000 per year for their additional responsibilities and leadership roles.

(Continued on next page.)

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This grant will allow the six identified campuses currently under the Teacher Incentive Fund to receive strategic compensation for mentor teachers, master teachers, learning leaders, and learning facilitators. These teachers specifically work to increase student performance by affecting teacher professional growth. These career pathways provide a stipend of \$5000 per year for mentor/learning facilitators and \$10,000 per year for master/learning leaders for the additional work as campus leaders.

This grant would allow for a district-wide compensation plan for mentors at all campuses. Data indicate that the district's teacher turnover rate is at 17.8%, a five year high, compared to the state turnover rate which is at 15.3%. Most notably, local statistics indicate that teacher turnover is much higher among teachers with 0-2 years of experience. Local statistics also indicate that the district loses a significant number of new experienced teachers. The implication of such data is the need for a mentor program that supports both novice teachers as well as new experienced teachers. Using grant funds, the district plans to strategically compensate mentors.

Focus groups of mentors and mentees have communicated the need for differentiated mentor programs. Novice teachers communicated differing needs from new experienced teachers. The Coordinator of Recruitment, Induction, and Retention will explore the differing needs to ensure that mentor program activities are differentiated and strategically based on needs. Mentors will receive strategic differentiated pay based on whether they support a novice teacher who may require additional support or a new experienced teacher who may require less support. Differentiated pay for mentors will be no less than \$200 and no more than \$500 each year for up to two mentees each. Novice teachers may require mentor support for two consecutive years and new experienced teachers may require support for one year. The mentor program will employ best practices such as the Texas Beginning Educator Support System (TxBESS) Resources and Professional Development for Mentoring provided through the Education Service Center – Region X.

Focus groups of mentors and mentees have also communicated the need for planning and observation time. This grant will provide the benefit of a planning/observation day that is compensated or financed by the grant. This professional development opportunity will be monitored by campus administration to ensure that planning and observation is strategically connected to the new teacher's professional needs as well as student needs. The mentor will submit documentation that reflects professional growth or the need for additional support. A substitute will be compensated at the district approved rate.

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

District Critical Needs: The grant's Coordinator of Recruitment, Induction, and Retention will conduct an annual needs assessment which will include identifying shortage needs at both elementary and secondary level. Historically, the District's needs include secondary teachers in the areas of math, science, dual credit courses, and foreign languages which require the teacher to hold a Master's Degree in specific content areas, Career and Technology Education which require specialized certifications and licenses, and Special Education. At the elementary level, prior needs include bilingual and special education teachers. At both levels, the Board of Trustees has challenged Human Resources to attract and hire a diverse staff that reflects the diversity. This challenge has been faced with a lowered pool of minority applicants, such as Hispanics, African Americans, males, etc.

Comprehensive Analysis: To address these needs and to establish benchmarks, the Coordinator of Recruitment, Induction, and Retention will conduct a comprehensive analysis of recent hires; historically, the district has identified new hires' certification route and graduation programs. This analysis will help identify and target future recruiting sites and certification programs (i.e. alternative certification programs) that can potentially yield additional hires. Additionally, the analysis will identify the number of graduates from each university program as well as the graduates' certifications, race/ethnicity, and gender. The Coordinator of Recruitment, Induction, and Retention will conduct a similar analysis of university programs that were not targeted in previous years. The comprehensive analysis will aim to inform and develop a recruiting program that is data driven. The Coordinator of Recruitment, Induction, and Retention will also research best practice employed in other districts to further develop a comprehensive analysis.

Recruiting, Early Hiring, Strategic Compensation: Recruiting is a continuing process that encompasses attending professional job fairs, university career fairs, and conferences as well as grassroots efforts such as grow-your-own teaching program at the secondary level and word-of-mouth referrals. Following the comprehensive analysis, the Coordinator of Recruitment, Induction, and Retention will establish an early recruiting program that begins in the fall semester and continues into the spring semester. The Coordinator will also attend newly identified recruiting sites or activities that may potentially yield teachers for shortage areas. The recruiting goal is to identify teachers who help meet the district's critical needs, notwithstanding an understood desire to find highly-qualified teachers in all areas.

Human Resources employs an early hiring practice known as an "Open Offer of Employment." An Open Offer of Employment is a written commitment to employ an applicant prior to initiating or finalizing the application process. These offers are provided throughout the year, usually at recruiting events. The offer is contingent on the applicant's ability to meet all hiring criteria and Board approval once the application process is complete. The offer provides the applicant with the benefit of knowing they have a reasonable assurance of employment as well as benefiting the district by securing teachers early in the hiring process that will serve in critical shortage areas. The Coordinator of Recruitment, Induction, and Retention will be given authority to employ the Open Offer of Employment.

Currently, the district lacks an ability to compete with surrounding districts that also offer early commitments of employment coupled with a pay incentive. The grant will provide the district with the ability to compete with other districts and offer teachers an additional pay incentive to experienced teachers who are willing to serve in high-needs schools and/or critical need areas. To secure teachers early in the hiring process, the Coordinator of Recruitment, Induction, and Retention will have the authority to provide a recruitment incentive to shortage areas to teachers in the amount no less than \$1,000 and no more than \$5,000. High need schools also struggle to attract effective, experienced teachers with more than four years of teaching experience. This grant will provide the opportunity to strategically attract teachers to high need schools and compensate them in the amount of \$1,000 and no more than \$5,000.

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Through the Teacher Advancement Program (TAP) teachers pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending upon their interests, abilities and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase along with their compensation. This allows good teachers to advance professionally without having to leave the classroom. It also creates expert teacher leaders within schools to provide support to other teachers.

Master and mentor teachers are chosen through a competitive, rigorous, performance-based selection process. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers are held to a different performance standard than the career teachers in their school, and are compensated accordingly.

Along with the principal, master and mentor teachers are part of the school's Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Masters and mentors, along with the principal, also conduct teacher evaluations that are tied to teacher performance awards. TAP provides training and certification services to prepare principals, masters and mentors to conduct professional growth activities and teacher evaluations effectively.

Through the System for Effective Educator Development (SEED) structure, teacher leaders work with instructional staff on their campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and teacher leaders will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data.

Collaborative Learning Leaders (CLLs) will ensure that weekly professional development is provided to teachers during the school day through Teacher Collaborative Learning Communities (CLCs). The focus for the Teacher CLCs will be on instructional practices as determined by teacher evaluation results as well as analysis of student progress on state standards. In addition, CLLs guide large job-embedded professional development utilizing teacher and student data on campus professional development days and other staff development time, monitor and support Collaborative Learning Facilitators (CLFs) in leading effective Teacher CLCs, observe and evaluate teacher performance during classroom instruction, provide coaching to CLFs and classroom teachers on best instructional practices for students, and participate as a member of the Teacher and Campus CLCs. There is one CLL per campus.

CLFs will facilitate and prepare materials for weekly job-embedded CLCs, collaborate with the CLL to support teacher and student goals, and participate as a member of the Teacher and Campus CLCs. There is one CLF per Teacher CLC on each campus.

CLLs and CLFs will receive training to assist them in working through reflective protocols to analyze their practice, support and coach teachers, and plan effective professional development.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The practices currently in place, which will provide the foundation for the Richardson Educator Advancement Program (REAP), are now funded through the Teacher Incentive Fund (TIF) grant and the District Awards for Teacher Excellence (DATE) grant. With TIF funds decreasing each year and the ending of the DATE funds, the EEIP grant funds are needed to supplement the continuation and expansion of these programs. Without this grant Richardson ISD would be forced to drastically scale back mentoring to a smaller targeted population and reduce campus support for teacher advancement in the six targeted campuses.

An inordinate amount of capital – both human and financial – is consumed by the constant process of hiring and replacing beginning teachers who leave before they have mastered the ability to create a successful learning culture for their students. Student achievement suffers, but high turnover schools are also extremely costly to operate. Trapped in a chronic cycle of teacher hiring and replacement, these schools drain the district of precious dollars that could be better spent to improve teaching quality and student achievement.

The district's leadership and Board of Trustees are focused on the critical situation of teacher recruitment and retention, especially in some of the high-needs campuses and subject areas. Richardson ISD requires additional resources and capacity to attract, develop, and retain highly effective teachers needed. The Richardson Educator Advancement Program (REAP), as funded through this grant, would empower the district to continue and expand activities for a high-level of success in improving both teachers and student achievement. As our need increases, available funds on the local and State level continue to decrease. Obtaining this grant is pivotal to the implementation of the Richardson Educator Advancement Program (REAP). Without these funds, district efforts would be on a much smaller scale and somewhat fragmented.

To meet the goals in the District Improvement Plan and expectations of the Board of Trustees, Richardson ISD needs the EEIP grant to fund a robust, comprehensive, and centrally coordinated program. These practices and models that incorporate all aspects of teacher recruitment, mentoring, and career development are necessary to meet the district's needs for:

- A quality process to quickly build teacher capacity for increased student growth.
- Increased retention rate of qualified teachers in the targeted schools, especially new teachers.
- A teaching environment at the targeted schools that is more collaborative and collegial.
- A strong learning support structure for new teachers, veteran teachers, mentors, and school administrators to provide knowledge, experience, tools, processes, and resources.
- Career path options for all teachers that allow them to continue in the classroom, while being promoted to higher roles and responsibilities with added pay/benefits.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The table below provides a single timeline based on start dates for handling the program steps.

Activity	Start Date	End Date
Hire Coordinator of Recruitment, Induction, and Retention	04/01/2014	04/25/2014
Develop Mentor Program Handbook	04/25/2014	06/26/2014
Develop Mentor Program Training Materials	04/25/2014	06/26/2014
Develop Mentor Program Principal PD	04/25/2014	06/26/2014
Delineate characteristics/responsibilities of mentors	04/25/2014	05/09/2014
Recruit mentors for 2014-15	05/12/2014	06/05/2014
Provide Professional Development (PD) for Principals	07/14/2014	06/01/2015
Match mentors/mentees	07/28/2014	08/08/2014
Conduct a comprehensive analysis that identifies areas of high need and establishes a recruiting plan	08/01/2014	10/01/2014
Provide training to recruiters each semester that ensures implementation of the recruiting plan	08/01/2014	02/15/2015
Train mentors/mentees	08/11/2014	08/15/2014
Support mentors/mentees	08/11/2014	06/01/2015
Develop a handbook that communicates the District's critical need incentive plan	10/01/2014	01/01/2015
Attend job fairs at sites that yield a high number of graduates with certifications in critical areas	02/01/2015	06/01/2015
Develop an evaluation document for all aspects of the recruiting plan	06/01/2015	09/15/2015
Hire CLL/CLF Teachers	06/09/2014	06/26/2014
Train CLL/CLF Teachers	07/14/2014	07/18/2014
Support Collaborative Learning Communities	08/25/2014	ongoing
Write Student Learning Objectives	09/08/2014	10/17/2014
Evaluate mid-year and end-of-year results from the Mentoring Survey results	02/01/2015	09/15/2015
Evaluate Campus Climate Survey results	02/01/2015	09/15/2015
Determine Value-Added Student Growth	05/11/2015	05/22/2015
Evaluate overall school performance at TIF4 schools (STAAR test results and Surveys)	06/01/2015	09/15/2015
Evaluate teacher retention at TIF4 schools	06/01/2015	09/15/2015
Evaluate Student Engagement Survey results	06/01/2015	09/15/2015

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